French as a Second Language

FSL Courses
French 31c
French 31b
French 31a
French 30
French 20
French 10
French 13

FRENCH AS A SECOND LANGUAGE

Placement Instruments



Senior High School Courses



French as a Second Language

Placement Instruments for Senior High School Courses

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This publication is for:

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Teachers	✓
Administrators (principals, superintendents)	
Parents	
General Public	
Others	

Cette publication est destinée au(x) :

Élèves	✓
Enseignants	✓
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Introduction

What is the purpose of the placement instruments

The purpose of these French as a Second Language (FSL) placement instruments is to enable teachers to assess student language proficiency for placement decisions. In placing students, schools should also take into account their success in previous French courses as well as samples of their work.

At the senior high school level in Alberta, students may be placed in the following courses in FSL:

French 13	–	**Beginning** French 1/2
French 10	–	**Beginning** French 2/3
French 20	–	**Intermediate** French 4/5
French 30	–	**Intermediate** French 5/6
French 31a	–	**Advanced** French 7
French 31b	–	**Advanced** French 8
French 31c	–	**Advanced** French 9

To whom may the placement instruments be administered

Schools may administer the placement instruments to students interested in registering in senior high FSL courses. The instruments are best administered on a one-on-one basis.

When is it best to administer the placement instruments

It is best to administer the placement instruments in the spring prior to senior high school entrance for students within a school district, and at the beginning of a course or academic year for students coming in from other school boards.

Who can administer the placement instruments

The FSL teachers can administer and score the placement instruments.

How much time is needed to complete the placement instruments

Students can complete all placement instruments in approximately sixty to ninety minutes. Teachers, however, can terminate the process whenever they feel enough information has been gathered to make a fair placement.

What will be assessed

Student proficiency in oral and written production skills will be assessed based on learning expectations of the Alberta Education programs of studies for French as a second language, ECS to Grade 12. Oral comprehension will be indirectly assessed within the oral production task. Reading comprehension will be indirectly assessed within the written production task.

How are the placement instruments structured

The placement instruments begin with the administration of a self-assessment questionnaire. It is designed to elicit the student's perception of her or his French language proficiency. The information can be used as a basis for a discussion of assessment results.

To assess a student's proficiency in French, the teacher needs to elicit extended oral and written samples that can be rated on a broad range of message characteristics. Three distinct tasks are used to accomplish this:

a) a controlled oral interview in which the teacher engages in language use with the student

b) a three-part picture description in which each part presented to the student is determined by her or his responses to the previous one

c) a two-part written task in which the student first responds to a reading passage and then edits her or his text using available grammar books and dictionaries.

What is the sequence of tasks

The teachers are advised to follow the sequence outlined in this document. While one student is engaged in the written task, the teacher can start the oral production tasks with another student.

In what language are the instructions given

Instructions are usually given in English as student proficiency in French may range from a **Beginning** to an **Advanced** level. All questions about the instructions or procedures should also be answered in English.

General considerations

1. Relate the placement instruments to the language teaching in your school.

   In the controlled oral interview, for example, use fields of experience that are considered important in the French courses in your school.

2. Use the placement instruments to encourage and enable students to perform at their highest level.

   Explain the characteristics of the responses you are attempting to elicit. Encourage students to perform at their best. Allow enough time to permit them to complete the tasks successfully.

3. Facilitate the placement instrument process for students.

   Put students at ease. Provide them with complete information about the procedures. Give them rich feedback about their performance.

4. Recognize that placement decisions should not be based on the placement instrument scores alone.

   Use other relevant information, such as samples of student work. Tell students how scores from the placement instruments will be combined with other information in placing them in an appropriate course.

Student Self-Assessment

Purpose and Procedure

Self-assessment is a particularly valuable procedure to use at the beginning of the French language proficiency assessment. It gives students an opportunity to examine objectively their ability to communicate and to assess their language knowledge, and to compare their perception with the results obtained from the placement instruments. It can also lead to a stronger involvement in the placement instrument tasks. Lastly, the procedure can quickly give the teacher a general idea of the student's level of French language proficiency.

The questionnaire uses the positive "Can you...?" format. Questions are specific and framed in terms relevant to student experiences with French language use in the classroom. They are organized by order of difficulty.

Time Allotment

The procedure takes approximately 5 minutes.

Performance Rated

Students assess their ability to:

- share simple information (**Beginning**)
- describe in a simple fashion (**Beginning**)
- make simple comparisons (**Intermediate**)
- describe actions (**Intermediate**)
- express opinions on simple matters (**Intermediate**)
- express preference on simple matters (**Intermediate**)
- make simple hypotheses (**Intermediate**)
- express opinions on more complex matters (**Advanced**)
- explain (**Advanced**)
- hypothesize (**Advanced**).

Levels of Performance

To determine the student's perceived level of French language proficiency, the teacher looks at how many times she or he has written "3" on the questionnaire form.

No. of 3s	The student is most likely still at this course level
Less than 5 times	French 13 or French 10
5 or 6 times	French 20
7 to 10 times	French 30
11 to 15 times	French 31a
More than 16 times	French 31b

The teacher can also consider the following:

Questions 1 to 8 relate to communicative intents and language at a **Beginning** level.

Questions 9 to 16 relate to communicative intents and language at an **Intermediate** level.

Questions 17 to 20 relate to communicative intents and language at an **Advanced** level.

Instructions for the Teacher

You will be asking the student to assess what she or he can actually do in French.

Take some time before administering the questionnaire to explain to the student:

- the purpose of the procedure
- the evaluation instrument you will be using (the self-assessment questionnaire).



Students who have had little experience with regular and systematic self-assessment activities may find it difficult to examine their performance objectively. The results may prove less reliable in this case.

STUDENT SELF-ASSESSMENT QUESTIONNAIRE

Instructions for the Student

You will be asked to assess what you can actually do in French with the help of this questionnaire. Your answers to the questions will help you and your teacher determine your level of French language proficiency.



Answer all questions as objectively as you can. Trying to perform each task in French in your head first will help you decide if you can actually do what is asked.

Name: ______________________ **Date:** ______________________

Grade: ______________________ **School:** ______________________

WHAT CAN YOU DO IN FRENCH?	Write: 1 (No, I can't) 2 (A little) 3 (Yes, I can)

Can you:

_____ 1) name 10 things in the classroom?

_____ 2) ask what something is called?

_____ 3) order food in a restaurant?

_____ 4) give directions to your home?

_____ 5) ask directions to a friend's house?

_____ 6) talk about your hobbies and interests?

_____ 7) ask a friend about her or his hobbies?

_____ 8) describe your family, naming the different members and giving a few characteristics for each of them?

_____ 9) describe your daily activities?

_____ 10) express your preference for certain types of clothes?

_____ 11) ask a friend about her or his preference for a TV show?

_____ 12) talk about an incident that happened to you, using the past tense?

_____ 13) give instructions on how to do something, for example, preparing a dish or playing a game, using the imperative?

_____ 14) compare two objects you like?

_____ 15) talk about your plans for next weekend, using the immediate future tense?

_____ 16) tell a friend what you think you might be doing in the year 2010, using a future tense?

_____ 17) give advice to a friend on how to look for a part-time job?

_____ 18) persuade a friend to come with you to a local sports or cultural event?

_____ 19) express your opinion on a school issue?

_____ 20) tell a friend where you would like to go if you could travel to any part of the world, using the conditional?

Total no. of 3s _____	Total no. of 2s _____	Total no. of 1s _____

Assessment of Oral Production

PERFORMANCE OBJECTIVES

At the end of each level, the student will be able to:

	BEGINNING LEVEL		INTERMEDIATE LEVEL		ADVANCED LEVEL
COMMUNICATIVE INTENTS	• share simple information • describe concrete objects and people in a simple fashion		• describe actions • narrate simple events • express opinions, feelings and preferences on simple matters • make simple hypotheses and comparisons		• narrate in more detail • express opinions, feelings and preferences on more complex matters • explain • hypothesize
FORM OF MESSAGES	• express a simple message containing 1, 2 or 3 statements		• express a series of interrelated ideas		• express a series of ideas showing coherent development
LINGUISTIC ELEMENTS	**FRENCH 13** **Beginning French 1/2**	**FRENCH 10** **Beginning French 2/3**	**FRENCH 20** **Intermediate French 4/5**	**FRENCH 30** **Intermediate French 5/6**	**FRENCH 31a** **Advanced French 7**
	• gender • plural of nouns • articles • verbs: *avoir, être, faire, aller, -ER* in present tense • negative/ affirmative • expressions with *avoir* and *faire* • prepositions of place • some cohesive elements at word level • commonly used sentences	• imperative • verbs: *vouloir, devoir, pouvoir, -IR, -RE* in present tense • possessive adjectives • immediate future tense • pronominal form	• comparative and superlative • adverbs and adverbial expressions • expressions with *faire* • emphatic pronouns • direct and indirect object pronouns • past tense • cohesive elements at the sentence level	• imperfect tense • simple future tense • pronouns *y* and *en* • interrogative pronouns • present conditional	• *lequel* • past conditional • present subjunctive • relative pronouns: *ce qui, ce que* • cohesive elements at the discourse level

CONTROLLED ORAL INTERVIEW

Purpose and Procedure

The oral interview remains one of the most commonly used and best known procedures for testing oral production (Shohamy, 1985). It is designed to guide the teacher into a dialogue with the student. It must be done in a face-to-face situation and not as a language laboratory activity.

The teacher asks the student a series of questions on familiar topics. Questions are listed in order of increasing difficulty, starting with several short simple questions, such as "*Comment t'appelles-tu?*" and *"Quel jour de la semaine est-ce?"*, and working up to long and complex sentences, such as *"Si tu pouvais partir en voyage n'importe où au monde, où irais-tu et pourquoi?"* This order allows teachers to cut off the task once the questions have clearly become too difficult.

Time Allotment

The oral interview can be administered in approximately 20 minutes. It comprises three essential phases which are presented below.

	WARM-UP PHASE (1-2 minutes)	LEVEL CHECK PHASE (approx. 15 minutes)	WIND-DOWN PHASE (1-2 minutes)
STUDENT	The student is introduced to the placement instrument procedure and is put at ease.	The student is led to perform at her or his level and beyond.	The student is asked new questions which she or he can answer with confidence. The student is left with a feeling of accomplishment.
TEACHER	The teacher explains the procedure and makes the student feel comfortable.	The teacher finds the highest level at which the student can function with sufficient fluency and accuracy to make conversation possible.	The teacher helps the student finish the interview feeling satisfied with her or his performance.

Rating Method

The evaluation of the oral interview is done with the help of a holistic rating scale. A holistic rating scale is an efficient method of obtaining a global view of proficiency. It is also fast and, usually, simple to use if little time is available for scoring. Analytical dimensions that are particularly strong or weak in a student's performance can be mentioned in the "comments" section of the rating scale.

The instrument focuses on the learning outcomes of two components of the multidimensional curriculum: communication and language. These two components uncover observable features of performance which will allow teachers to judge whether the student's oral performance qualifies her or him to enter a **Beginning**, an **Intermediate** or an **Advanced** level course. For the two components, scoring criteria are specified. The criteria reflect the expectations for student performance outlined in the Alberta Education programs of studies.

Assessment Criteria

The following criteria may be used to assess student performance:

- clarity of message (To what extent have the communicative intents been achieved?)
- complexity of message (How complex are the messages the student attempts to convey?)
- length of utterance (How long are the utterances the student produces?)
- adequacy of vocabulary (Does the student have the necessary vocabulary?)
- linguistic complexity (How much does the student attempt to use complex language?)

Performance Rated

Students can demonstrate their ability to:

- share simple information (**Beginning**)
- describe in a simple fashion (**Beginning**)
- make simple comparisons (**Intermediate**)
- describe actions (**Intermediate**)
- express opinions on simple matters (**Intermediate**)
- express preference on simple matters (**Intermediate**)
- make simple hypotheses (**Intermediate**)
- express opinions on more complex matters (**Advanced**)
- explain (**Advanced**)
- hypothesize (**Advanced**).

Levels of Performance

Levels of performance are differentiated by a rating scale. Six scales are used for rating student oral performance. Scale values are both descriptive and numerical. They describe particular combinations of communicative features and language knowledge. Each level describes the features of performance of students who could be placed in a specific course.

Level	Course
1	French 13 (**Beginning** French 1/2)
2	French 10 (**Beginning** French 2/3)
3	French 20 (**Intermediate** French 4/5)
4	French 30 (**Intermediate** French 5/6)
5	French 31a (**Advanced** French 7)
6	French 31b (**Advanced** French 8)

An evaluation checklist is provided on pages 11–12 to assist teachers in the assessment process. Appropriately answered questions can be checked off during the interview. The performance is subsequently marked using the holistic rating scale by comparing the student's performance against the degree of skill described at each level.

Instructions for the Teacher

In this task, you will be asking the student a series of questions in a face-to-face conversational situation. Refer to pages 9–10 for acceptable answers to the interview questions.

Take some time before administering the interview to explain to the student:

- the purpose of the task
- the procedure you will be following
- the evaluation instruments you will be using (the checklist and holistic rating scale).

Begin the oral interview by reading "Instructions for the Student" provided below, aloud to the student. Make sure she or he understands them. Then proceed with the interview questions.

Every question has a number of possible answers. Check (✓) each question you deem appropriately answered as you proceed through the interview with the student. Make comments on the student's responses when necessary.

Feel free to respond to what the student says in such a way as to encourage further interaction or to probe further with additional questions if you require more information to rate the student's proficiency.

Find the highest level at which the student can sustain her or his performance more or less consistently.

Wrap up the interview when conversation is no longer possible or when you feel you have sufficient information on the student's performance level. You will probably not find it necessary to ask every question on the list.

Then, using the information collected with the evaluation checklist, assign a level to the student's performance on the holistic rating scale provided on page 13. Start by comparing her or his performance with the Scale 1 and proceed upward.



Try to create a comfortable situation to reduce the student's anxiety.

Instructions for the Student

In this task, you will be asked a series of questions in a face-to-face conversational situation with your teacher. The interview will last 10 to 15 minutes.

You will be asked to talk about yourself, your family, your activities, your school, your plans and so on. You will find some questions to be easier, and others more difficult.

Make sure your message is clear. Use as complete and grammatically well-formed utterances as possible in your responses. Your sample of speech will be scored on the clarity of your message, its length and complexity, your control of grammar and your knowledge of vocabulary.



Try to answer all questions in a natural way and speak as much as you can. Your teacher needs as large a sample of your language as possible to assign a valid rating.

Teacher Reference for Oral Interview

QUESTIONS	COMMUNICATIVE INTENT	POSSIBLE LANGUAGE
1. Comment t'appelles-tu?	Sharing simple information	Sheila. / Je m'appelle Sheila.
2. Comment ça va aujourd'hui?	Sharing simple information	Bien. / Ça va bien. / Pas trop mal.
3. Quel âge as-tu?	Sharing simple information	J'ai quinze ans. / Quinze ans.
4. Comment arrives-tu à l'école - en autobus ou à pied?	Sharing simple information	En autobus. / À pied. / En auto.
5. Quelle heure est-il?	Sharing simple information	Onze heures. / Il est onze heures.
6. Quel jour de la semaine est-ce?	Sharing simple information	C'est mardi. / Mardi.
7. Quelle est la date aujourd'hui?	Sharing simple information	C'est le 12 septembre. / Le 12 septembre.
8. Quelle est ton adresse?	Sharing simple information	515, 110e Avenue. (Check student's address on form.)
9. As-tu des frères et soeurs? Combien de frères et de sœurs as-tu?	Sharing simple information	Oui. / Non. / J'ai 2 frères et 1 sœur.
10. Quelle est ton activité préférée après l'école?	Sharing simple information	Écouter de la musique. / Le soccer. / J'aime parler avec mes amis.
11. Donne-moi une description de l'extérieur de ta maison. Donne au moins trois caractéristiques.	Describing in a simple fashion	Answers will vary. (Adjectives must be used.)
12. Donne-moi une description d'un ami ou d'une amie. Donne au moins trois caractéristiques.	Describing in a simple fashion	Answers will vary. (Adjectives must be used.)
13. Qui est le plus grand - ton ami(e) ou toi?	Making simple comparisons	Je suis la plus grande. / Mon ami est plus grand que moi. (The superlative or the comparative must be used.)
14. Qu'as-tu fait hier après l'école? Dis-moi trois choses.	Sharing information/Describing actions	J'ai ______. J'ai ______ et j'ai _________. (The past tense is required.)
15. Que vas-tu faire en fin de semaine? Dis-moi trois choses.	Sharing information/Describing actions	Je vais ______. Je vais __________ et je vais ___________. (The immediate future is required.)
16. Quelle est ta nourriture préférée et pourquoi?	Expressing preference on simple matters	Ma nourriture préférée est _________ parce que _________.

QUESTIONS	COMMUNICATIVE INTENT	POSSIBLE LANGUAGE
17. Explique comment on fait quelque chose : un repas, un jeu, une activité en arts, etc.	Describing a sequence of actions	The student describes the steps to make it.
18. Quelle est ton émission de télévision préférée et pourquoi?	Expressing preference on simple matters	Mon émission préférée est _________ parce que __________.
19. Que penses-tu de ton école et pourquoi?	Expressing opinion on simple matters	Je pense que ________ parce que ________.
20. Si tu pouvais partir en voyage n'importe où au monde, où irais-tu et pourquoi?	Making simple hypotheses	J'aimerais aller _________ parce que ______________. (The conditional is required.)
21. Que feras-tu pendant tes vacances d'été?	Describing actions	Je _________________ et je _________. (The future is required.)
22. Pourquoi prends-tu un cours de français? Donne-moi deux raisons.	Explaining	J'apprends le français parce que _________.
23. As-tu des allergies? Explique tes réactions.	Explaining	Answers will vary.
24. Qu'est-ce qui fait un bon professeur?	Expressing opinion on more complex matters	Answers will vary.
25. Si tu pouvais transformer ton école, quels changements lui apporterais-tu?	Explaining	Answers will vary. (The conditional is required.)

ORAL INTERVIEW QUESTIONNAIRE

Evaluation Checklist

Name: ______________________ **Date:** ______________________

Grade: ______________________ **School:** ______________________

QUESTIONS	CHECK (✓)	COMMENTS
1. Comment t'appelles-tu?		
2. Comment ça va aujourd'hui?		
3. Quel âge as-tu?		
4. Comment arrives-tu à l'école - en auto, en autobus ou à pied?		
5. Quelle heure est-il?		
6. Quel jour de la semaine est-ce?		
7. Quelle est la date aujourd'hui?		
8. Quelle est ton adresse?		
9. As-tu des frères et sœurs? Combien de frères et de sœurs as-tu?		
10. Quelle est ton activité préférée après l'école?		

À présent, dites aux élèves : À partir de maintenant, répondez autant que possible en phrases complètes.

11. Donne-moi une description de l'extérieur de ta maison. Donne au moins trois caractéristiques.		
12. Donne-moi une description d'un ami ou d'une amie. Donne au moins trois caractéristiques.		
13. Qui est le plus grand - ton ami(e) ou toi?		
14. Qu'as-tu fait hier après l'école? Dis-moi trois choses.		
15. Que vas-tu faire en fin de semaine? Dis-moi trois choses.		
16. Quelle est ta nourriture préférée et pourquoi?		

QUESTIONS	CHECK (✓)	COMMENTS
17. Explique comment on fait quelque chose (un repas, un jeu, une activité en arts, etc.)		
18. Quelle est ton émission de télévision préférée et pourquoi?		
19. Que penses-tu de ton école et pourquoi?		
20. Si tu pouvais partir en voyage n'importe où au monde, où irais-tu et pourquoi?		
21. Que feras-tu pendant tes vacances d'été?		
22. Pourquoi prends-tu un cours de français? Donne-moi deux raisons.		
23. As-tu des allergies? Explique des réactions.		
24. Qu'est-ce qui fait un bon professeur?		
25. Si tu pouvais transformer ton école, quels changements lui apporterais-tu?		

Additional comments:

Holistic Rating Scale

Name: ______________________ **Date:** ______________________

Grade: ______________________ **School:** ______________________

SCALE			
6	• Can express opinion on complex matters, explain and hypothesize. • Can develop ideas coherently on all familiar and common topics. • Has a fully active vocabulary. • Produces simple and complex sentences. Occasional imperfect control of complex sentences. • Communicates in the present, the future, the conditional and the past tenses with occasional imperfect control.	3	• Can share simple information and describe in a simple fashion. • Can link two or three simple sentences. • Familiar with common concrete vocabulary. Still searches for words. • Familiar with basic sentence structures. Occasionally omits placing verbs in a sentence ("*Ses yeux bleus.*"). Verbs are still occasionally used in the infinitive form ("*La fille marcher.*"). • Has basic command of the present tense. May attempt to use the immediate future and past tenses.
5	• Can share simple information, and describe people, objects and actions. • Can make simple hypothesis, and express opinions, feelings and preferences on simple matters. • Can produce a series of connecting ideas. • Uses vocabulary appropriate to message. • Produces mostly correct simple sentences. Produces complex sentences, but with some grammatical inaccuracies. • Communicates mostly in the present, but also in the simple future, the past and the present conditional tenses with sporadic errors.	2	• Can share basic information. • Uses phrases and simple sentences. • Statements can be hesitant and sometimes incomplete.
4	• Can share simple information, and describe people, objects and actions in a simple fashion. • Is starting to express opinions, feelings and preferences on simple matters. • Can link a series of simple sentences. • Uses vocabulary appropriate to simple message. • Uses mostly basic sentence structures. Starting to produce complex sentences, but with some grammatical inaccuracies. • Communicates mostly in the present tense. Also uses the immediate future and past tenses.	1	• Engages in the speaking task, but in a very limited capacity. • Produces little language. Uses isolated words rather than phrases or sentences to express message. • Only simplest, fragmentary interaction possible.

Comments relative to particular strengths or weaknesses: ______________________

PICTURE DESCRIPTION

Purpose and Procedure

The second placement instrument procedure makes use of a picture as visual input.

Eliciting oral production from a picture is a straightforward technique and has proven to be one of the most effective formats for obtaining an extended sample of connected speech and particular grammatical forms (Weir, 1993).

Students are presented with six pictures (see Appendix A) and are asked to choose one. Students can be asked to perform as many as three tasks using the same picture. Pictures may be coloured and laminated.

Time Allotment

Time required to administer this part of the placement instrument is approximately 10 minutes. The three essential phases are as follows.

	WARM-UP PHASE (1-2 minutes)	LEVEL CHECK PHASE (10-15 minutes)	WIND-DOWN PHASE (1-2 minutes)
STUDENT	The student is introduced to the placement instrument procedure and is put at ease.	The language proficiency level check is done in three parts, each representing a different language level. The student is asked to perform at her or his level and beyond.	At the end of each part, the student is asked a few questions that she or he can easily answer. The student is left with a feeling of accomplishment.
TEACHER	The teacher explains the procedure and makes the student feel comfortable.	The teacher finds the highest level at which the student can function with sufficient fluency and accuracy to make comprehension possible.	The teacher helps the student end each part feeling satisfied with her or his performance.

Rating Method

The evaluation of the picture description is done with the help of a holistic rating scale. A holistic rating scale is an efficient method of obtaining a global view of proficiency. It is also fast and, usually, simple to use if little time is available for scoring. Analytical dimensions that are particularly strong or weak in the student's performance can be mentioned in the "comments" section of the rating scale.

The instrument focuses on the learning outcomes of two components of the multidimensional curriculum: communication and language. These two components uncover observable features of performance which will allow teachers to judge whether the student's oral performance qualifies her or him to enter a **Beginning**, an **Intermediate** or an **Advanced** level course. For the two components, scoring criteria are specified. The criteria reflect the expectations for student performance outlined in the Alberta Education programs of studies.

Assessment Criteria

The following criteria may be used to assess student performance:

- clarity of message (To what extent have the communicative intents been achieved?)
- complexity of message (How complex are the messages the student attempts to convey?)
- length of utterance (How long are the utterances the student produces?)
- adequacy of vocabulary (Does the student have the necessary vocabulary?)
- linguistic complexity (How much does the student attempt to use complex language?)

Performance Rated

Students can demonstrate their ability to:

- share simple information (**Beginning**)
- describe in a simple fashion (**Beginning**)
- describe actions (**Intermediate**)
- narrate simple events (**Intermediate**)
- make simple hypotheses (**Intermediate**)
- narrate in more detail (**Advanced**)
- hypothesize (**Advanced**).

Levels of Performance

Levels of performance are differentiated by a rating scale. Six scales are used for rating student oral performance. Scale values are both descriptive and numerical. They describe particular combinations of communicative features and language knowledge. Each level describes the features of performance of students who could be placed in a specific course.

Level	Course
1	French 13 (**Beginning** French 1/2)
2	French 10 (**Beginning** French 2/3)
3	French 20 (**Intermediate** French 4/5)
4	French 30 (**Intermediate** French 5/6)
5	French 31a (**Advanced** French 7)
6	French 31b (**Advanced** French 8)

Instructions for the Teacher

You will be asking the student to perform, face-to-face, one, two or three parts of a picture description task. The three parts of the task are provided on pages 17–19. They relate to the content of a picture. If you already know from the results of the first procedure that the student is working beyond a **Beginning** level, start at Part 2 of the task and continue on to Part 3.

Begin the task by reading the "Instructions for the Student" provided on page 16, aloud to the student. Make sure she or he understands them before proceeding.

Show the six pictures to the student and instruct her or him to choose one. Explain to the student that she or he will have to talk about this picture. Consequently, the student should select a picture about which she or he feels most comfortable talking.

Start the task once the picture is selected. Allow the student a few minutes preparation time. No notes are to be made, however.

Instructions for the Student

This task may have more than one part. The task relates to a picture you will have chosen. Choose a picture for which you feel you have sufficient ideas and vocabulary to express yourself with ease.

Make sure your message is clear. Use as complete and grammatically well-formed utterances as possible in your responses. Your sample of speech will be scored on the clarity of your message, its length and complexity, your control of grammar and your knowledge of vocabulary.



Try to talk as much as you can. Your teacher needs to know just how well you can express yourself in French.

PART 1: NAMING AND DESCRIBING OBJECTS AND PEOPLE (5 MINUTES)

POSSIBLE QUESTIONS TO ASK	COMMUNICATIVE INTENTS
1. Nomme des objets que tu vois dans l'image.	Naming items
2. Où est ____________________? *(name of item)*	Identifying location
3. Où est ____________________? *(name of item)*	Identifying location
4. Où est ____________________? *(name of item)*	Identifying location
5. Où est ____________________? *(name of item)*	Identifying location
6. Choisis un objet. Décris l'objet. (minimum de 3 caractéristiques)	Describing concrete objects
7. Choisis un autre objet. Décris l'objet. (minimum de 3 caractéristiques)	Describing concrete objects
8. Identifie des personnes que tu vois. Identifie 2 personnes.	Identifying people
9. Décris une de ces personnes. (minimum de 3 caractéristiques)	Describing people in a simple fashion

Ask the student to look at the picture and name a certain number of objects seen in it (*"Nomme 7 objets que tu vois."*), to describe two of these objects by giving three characteristics for each of them (*"Décris 2 objets. Pour chacun, donne au moins 3 caractéristiques."*) and to give the location of three objects (*"Où est le livre?")*. Ask the student to identify the people (*"Identifie 2 personnes que tu vois."*) and to give three characteristics for one of them.

If the student performs with sufficient ease on this part of the task, you may try Part 2. Otherwise, wrap-up the task with a few simple questions.

PART 2: DESCRIBING ACTIONS (5 MINUTES)

POSSIBLE INSTRUCTIONS TO GIVE	COMMUNICATIVE INTENTS
1. Look at the picture.	
2. Describe what is happening. Take a few minutes to decide what you want to say.	Describing actions Narrating a simple event

Ask the student to look at the same picture as in Part 1 and describe what is happening (*"Raconte ce qui se passe dans l'image."*). Questions can be asked to ensure the student communicates as much as possible (*"Que fait le garçon?"*).

If the student performs with sufficient ease on this part of the task, you may try Part 3. Otherwise, wrap-up the task with a few simple questions.

PART 3: NARRATING EVENTS AND MAKING SIMPLE HYPOTHESES (5 MINUTES)

POSSIBLE INSTRUCTIONS TO GIVE	COMMUNICATIVE INTENTS
1. Look at the picture.	
2. Tell a three-part story. Tell what you think might have happened before the event in the picture, what is presently happening in the picture and what you think might happen after. Use the past, the present and the immediate future tenses. Take a few minutes to plan what you want to say.	Narrating events Making simple hypotheses

Again, ask the student to look at the same picture as in Part 1 and Part 2. Ask her or him to tell a three-part story using the past tense, the present tense and the immediate future tense. The student is to tell what she or he thinks happened before the event in the picture (*"Qu'est-ce qui est arrivé avant?"*), what is presently happening in the picture (*"Qu'est-ce qui se passe maintenant?"*) and what she or he imagines might happen after (*"Qu'est-ce qui va se passer après?"*).

Holistic Rating Scale

Name: ______________________ **Date:** ______________________

Grade: ______________________ **School:** ______________________

SCALE			
6	• Can narrate and hypothesize in detail. • Can develop ideas coherently. • Has a fully active vocabulary. • Produces simple and complex sentences. Occasional imperfect control of complex sentences. • Communicates in the present, the future and the past tenses with only occasional imperfect control.	3	• Can name objects and people and describe them in a simple fashion. • Can give location of objects and people. • Can link two or three simple sentences. • Familiar with common concrete vocabulary. Still searches for words. • Familiar with basic sentence structures. Occasionally omits placing verbs in a sentence ("*L'affiche sur le mur.*"). • Has basic command of the present tense. May attempt to use the immediate future and past tenses. Occasionally verbs are still in the infinitive form ("*La fille marcher.*").
5	• Can narrate events. • Produces a series of connecting ideas. • Generally uses vocabulary appropriate to message. Still asks for words ("*Comment dit-on...?*"). • Produces mostly correct simple sentences. Can produce complex sentences, but with some grammatical inaccuracies. • Communicates in the present, the immediate future and the past tenses.	2	• Can name objects and identify people. • Uses phrases and, occasionally, simple sentences often beginning with "*C'est*". • Verbs are most often in the infinitive form ("*Une fille sauter.*"). Statements can be hesitant and sometimes incomplete.
4	• Can describe people, objects and actions in a simple fashion. • Can link a series of simple sentences. • Familiar with common vocabulary. Still searches for words. • Uses mostly basic sentence structures. Starting to produce complex sentences, but with some grammatical inaccuracies. • Communicates mostly in the present tense. Also uses the immediate future and past tenses.	1	• Engages in the speaking task, but in a very limited capacity. • Produces little language. Uses isolated words rather than phrases or sentences to express message. • Only simplest, fragmentary interaction possible.

Comments relative to particular strengths or weaknesses: ______________________

Assessment of Written Production

PERFORMANCE OBJECTIVES

At the end of each level, the student will be able to:

	BEGINNING LEVEL	INTERMEDIATE LEVEL	ADVANCED LEVEL
COMMUNICATIVE INTENTS	• list • label • ask and answer simple questions • give simple information/ directions/commands/advice • describe simple concepts	• give information/directions/ instructions/advice • express needs/feelings/ preferences • describe actions/simple topics • compare information/situations • make simple hypotheses • ask for advice/information	• extend best wishes/gratitude/ sympathy • express an opinion/idea(s) • persuade someone to do something • explain/define • tell a story/narrate in detail • hypothesize
FORM OF MESSAGES	• simple words, phrases or sentences	• series of simple and/or complex sentences	• series of linked sentences
LINGUISTIC ELEMENTS	• common words (approximately 20) for each field of experience at the **Beginning** level • common vocabulary such as: *avoir*, *être*, *faire*, *aller*, *un(une)*, *le*, *la*, *les* • correct word order of simple sentences • correct spelling of common words • agreement of - determiner/noun - adjective/noun - subject/verb (present and immediate future tenses and imperative)	• common words (approximately 20) for each field of experience at both the **Beginning** and **Intermediate** levels • correct word order • correct spelling of common words • agreement of - determiner/noun/adjective - subject/verb (tenses: present, past, future, conditional) • use of pronouns • use of adverbs • use of connecting words	• common words for each field of experience at all levels • correct spelling of common words • agreement of - determiner/noun - adjective/subject/verb (tenses: present, future, past, conditional, subjunctive, perfect, gerund) • adding subordinate clauses • including discourse elements

WRITING TASK

Purpose and Procedure

The writing task is intended to test the student's ability to write in French. Reading is also indirectly assessed.

The teacher presents the student with four reading passages (see Appendix B). The passages are at different reading levels. The student is asked to identify the passage that best reflects her or his reading level, and to complete the related writing task.

Time Allotment

The task can be administered in approximately 40 minutes.

MESSAGE READ	WRITING TASK	LEVEL
Invitation card	Write a message to a friend giving her/him basic information about a party.	**Beginning**
An ad/poster	Write a message to a friend asking her/him to come with you to an event.	**Intermediate**
Two CD covers	Write a message to a relative giving her/him information on the CD you would prefer receiving.	**Intermediate +**
Two book covers	Write a comparison of the two books, recommending one of them to a friend.	**Advanced**

Rating Method

The evaluation of written production is done with the help of an analytical rating scale. This scale has been adapted from Heaton's analytical method of marking compositions (Heaton, 1990).

The instrument focuses on the learning outcomes of two components of the multidimensional curriculum: communication and language. These two components uncover observable features of performance which will allow teachers to judge whether the student's written performance qualifies her or him to enter a **Beginning**, an **Intermediate** or an **Advanced** level course. For the two components, scoring criteria are specified. The criteria reflect the expectations for student performance outlined in the Alberta Education programs of studies.

Assessment Criteria

The following criteria may be used to assess student performance:

- fluency of communication (To what extent does the message flow easily?)
- content of communication (How complete is the message?)
- mastery of grammar
- vocabulary knowledge
- spelling

Performance Rated

Students can demonstrate their ability to:

- give simple information (**Beginning**)
- give more detailed information (**Intermediate**)

- express need (**Intermediate**)
- compare information (**Intermediate**)
- persuade someone to do something (**Advanced**).

Levels of Performance

Marks are totalled. The following table identifies the range of marks and corresponding course placements:

Marks	Course Placement
20 – 25	French 31a (**Advanced** French 7 or higher)
15 – 19	French 30 (**Intermediate** French 5/6)
10 – 14	French 20 (**Intermediate** French 4/5)
6 – 9	French 10 (**Beginning** French 2/3)
5	French 13 (**Beginning** French 1/2)

Instructions for the Teacher

In this task, you will be asking the student to read four reading passages.

Begin the task by reading the "Instructions for the Student" provided below, aloud to the student. Make sure she or he understands them.

Show the four passages to the student and have her or him assess which one best reflects her or his level of reading comprehension.

Explain to the student that she or he must now complete a writing task to test her or his ability to write in French about what she or he has read. Consequently, it is important for the student to understand more than the key words in the passage.

Instructions for the Student

In this task, your ability to write in French about what you have read will be assessed.

Read the four reading passages. After reading them, identify the passage that is at your level of comprehension – not too easy, not too hard. Make sure you understand the important information.

Then, complete the writing task that relates to it. Ask your teacher any questions you have about the situation and the instructions.

Your writing sample will be scored on the clarity of the message, its content, length and complexity, your control of grammar, your knowledge of vocabulary and your spelling.



Try to write as much as you can. Your teacher needs to know how well you can express yourself in French.

Name: ______________________ Date: ______________________

Grade: ______________________ School: ______________________

WRITING TASK FOR READING PASSAGE 1

Part 1

Situation

A party is planned for Lucie Choyée. You have received an invitation and would like your friend to go with you. You decide to send her or him a message by e-mail.

Instructions

On the next page, write a message making sure you transmit the important information to your friend. The following 5 elements are required:

- who the party is for (1)
- why there is a party (1)
- when the party will take place (1)
- where the party will take place (1)
- another piece of information not directly copied from the card (1).

Please write on every other line. Minimum **50 words**.



Part 2

Instructions

Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in "Yes" boxes as you go along. Check off in "Not Applicable" boxes when you have not used the specified form.

Your Message for Reading Passage 1

À : ____________________ *Date :* ____________________

De : ____________________ *Au sujet de :* ____________________



Name: ______________________ Date: ______________________

Grade: ______________________ School: ______________________

WRITING TASK FOR READING PASSAGE 2

Part 1

Situation

Tu t'intéresses aux loups (wolves). Tu as reçu cette annonce chez toi et tu voudrais que ton amie/ami vienne au parc avec toi. Tu décides de lui envoyer un message.

Consignes

Écris à ton amie/ami un message. Cinq éléments sont requis.

Tu vas lui dire :

- quelle activité t'intéresse (1)
- combien va coûter l'activité et ce que le coût comprend (1)
- ce qu'il faut apporter pour l'activité (1)
- pourquoi tu veux qu'il/elle vienne avec toi (1)
- une autre information de ton choix – do not copy it directly from the ad (1).

Please write on every other line. Minimum 75 words.



Part 2

Instructions

Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in "Yes" boxes as you go along. Check off in "Not Applicable" boxes when you have not used the specified form.

Your Message for Reading Passage 2

À : ______________________ *Date :* ______________________

De : ______________________ *Au sujet de :* ______________________



Name: ______________________ Date: ______________________

Grade: ______________________ School: ______________________

WRITING TASK FOR READING PASSAGE 3

Part 1

Situation

Une personne de ta parenté aimerait te donner un cédérom pour ton anniversaire. Lis les deux descriptions de cédéroms pour faire ton choix.

Consignes

Écris un message à cette personne. Cinq éléments sont requis.

Tu vas :

- lui dire quel cédérom est ton préféré (1)
- pourquoi c'est ton préféré (1)
- lui donner au moins 3 informations pertinentes sur ce cédérom pour lui montrer en quoi il est spécial (3).

Please write on every other line. Minimum **100 words**.

Part 2

Instructions

Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in "Yes" boxes as you go along. Check off in "Not Applicable" boxes when you have not used the specified form.

Your Message for Reading Passage 3

À : ____________________ *Date :* ____________________

De : ____________________ *Au sujet de :* ____________________

Name: ______________________ Date: ______________________

Grade: ______________________ School: ______________________

WRITING TASK FOR READING PASSAGE 4

Part 1

Situation

Tu viens de lire ces deux descriptions de livres. Tu dois recommander un de ces livres à un ami ou une amie. Tu décides de lui envoyer un message électronique.

Consignes

Écris à ton amie ou ami un message. Cinq éléments sont requis.

Tu vas :

- comparer brièvement les deux livres (2)
- exprimer ta préférence : le titre du livre que tu lui suggères de lire (1)
- expliquer pourquoi tu recommandes ce livre plutôt que l'autre (1)
- persuader ton amie ou ami de le lire (1).

Please write on every other line. Minimum **150 words**.

Part 2

Instructions

Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in "Yes" boxes as you go along. Check off in "Not Applicable" boxes when you have not used the specified form.

Your Message for Reading Passage 4

À : ______________________ Date : ______________________

De : ______________________ Au sujet de : ______________________

Editing Checklist

Yes	No	Not Applicable	
			1 Look for nouns. Have you:
❑	❑	❑	- used the correct gender?
❑	❑	❑	- used the plural when required?
			2 Look for determiners. Have you:
❑	❑	❑	- made the correct agreement with the noun?
			3 Look for adjectives. Have you:
❑	❑	❑	- made the correct agreement with the noun?
			4 Look for verbs (in the present, imperative or immediate future form). Have you:
❑	❑	❑	- made the correct agreement with the subject?
			5 Look at the spelling of words, especially ones you have often used in class. Have you:
❑	❑	❑	- spelled every word correctly?
			6 Look for verbs in the past, future and conditional form. Have you:
❑	❑	❑	- made the correct agreement with the subject?
❑	❑	❑	7 Have you used pronouns instead of nouns when you could?
❑	❑	❑	8 Have you used connecting words? (for example, *et*, *cependant*, *mais*, *parce que*, etc.)
❑	❑	❑	9 Have you used adverbs to enrich your writing?

Analytical Rating Scale

Name: ______________________ **Date:** ______________________

Grade: ______________________ **School:** ______________________

FLUENCY	5	Flowing style – very easy to understand message – several linked sentences, both complex and simple
	4	Quite flowing style – easy to understand message – series of simple sentences and some complex sentences
	3	Reasonably smooth style – message fairly easy to understand – mostly simple sentences and a few attempts to produce complex sentences
	2	Jerky style – effort needed to understand the message – simple sentences and phrases
	1	Message hard to understand – words rather than phrases or sentences
	Mark =	
CONTENT	5	All five elements required in the writing task are present
	4	Four of the required elements are present
	3	Three of the required elements are present
	2	Two of the required elements are present
	1	One of the required elements is present
	Mark =	
GRAMMATICAL KNOWLEDGE	5	Control of present, past and future tenses; attempts at using the subjunctive and the conditional; use of discourse elements
	4	Use of the present, the past and the future tenses; some use of discourse elements
	3	Use of the present and the future tenses; occasional use of the past tenses
	2	Occasional use of the present tense; verbs are still often in the infinitive form
	1	Little grammatical knowledge
	Mark =	
VOCABULARY	5	Use of a wide range of vocabulary, including pronouns, adverbs and connecting words
	4	Good use of acquired vocabulary
	3	Fairly appropriate vocabulary on the whole
	2	Basic though restricted vocabulary
	1	Very restricted vocabulary – hinders communication
	Mark =	
SPELLING	5	No errors in grammar usage and in spelling of common words
	4	A small number of errors in grammar usage and in spelling of common words
	3	Some errors in grammar usage and in spelling of common words
	2	A fair number of errors in grammar usage and in spelling of common words
	1	A high number of errors in grammar usage and in spelling of common words
	Mark =	

TOTAL =

Assessment Results Sheet

Name: ______________________ **Date:** ______________________

Grade: ______________________ **School:** ______________________

PARTS	LEVEL
Student Self-Assessment	
Student Self-Assessment Questionnaire	French ______
Assessment of Oral Production	
Controlled Oral Interview	French ______
Picture Description	French ______
Assessment of Written Production	
Writing Task	French ______

TEACHER'S PLACEMENT RECOMMENDATION

I, ______________________ *(Teacher's name)* recommend that ______________________ *(Student's name)*

be placed in French ________ because ______________________________________

____

____

____

Teacher's Signature: ______________________

Appendices

APPENDIX A: PICTURES FOR ASSESSMENT OF ORAL PRODUCTION

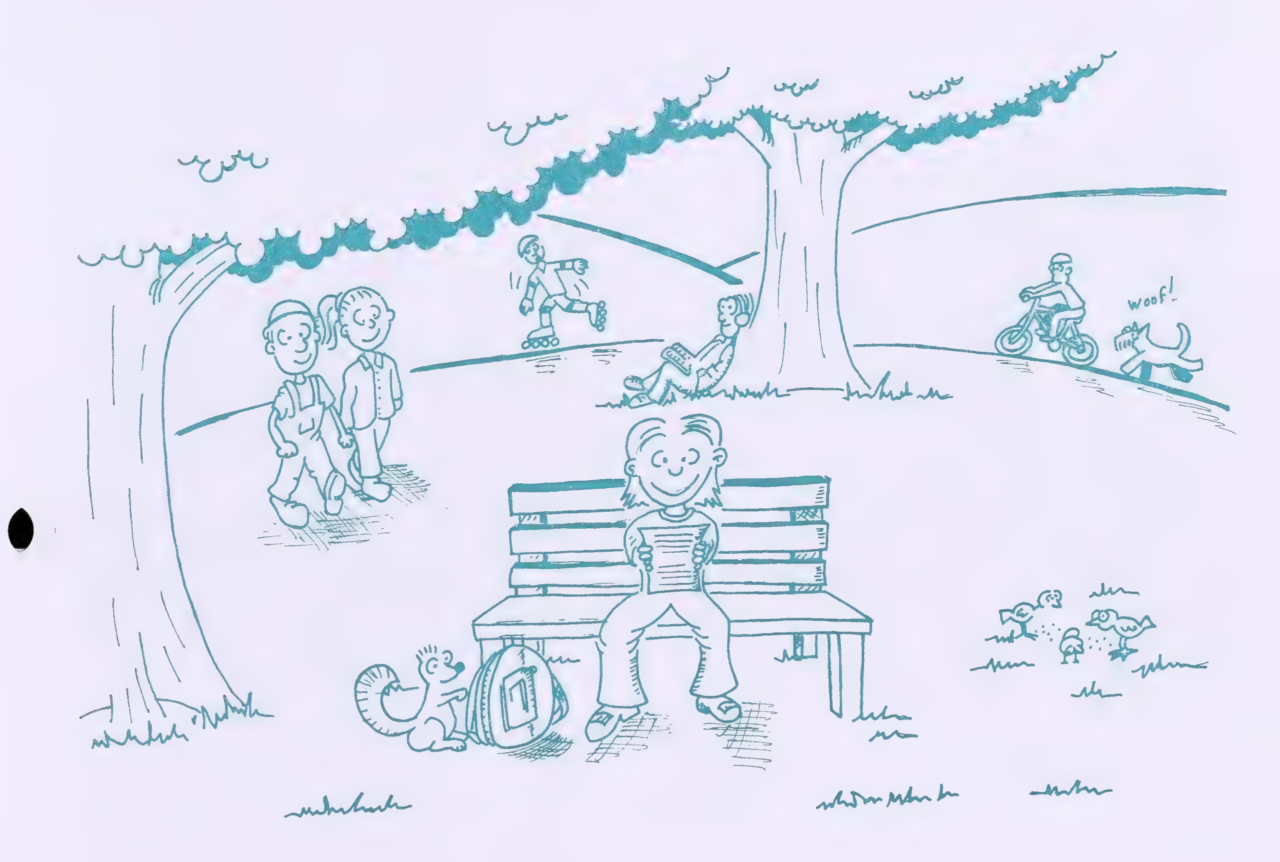
Picture 1



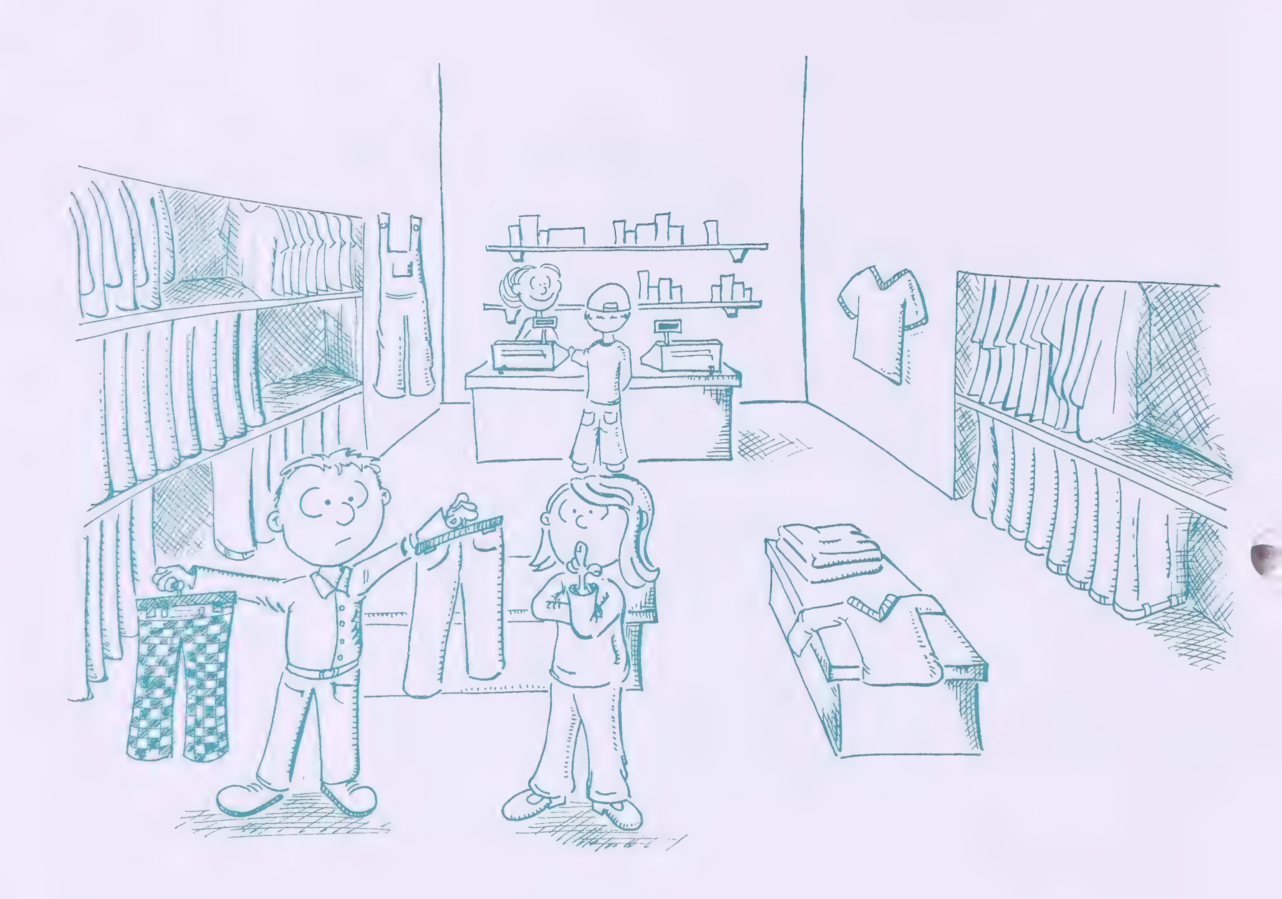
Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Reading Passage 1



C'est l'anniversaire de Lucie Choyée!

Viens fêter ses quinze ans avec elle!

30, des Foulons
Québec
à 15 h 00
le 31 juillet

Pizza et gâteau seront servis

Apporte ton maillot de bain, car nous allons nager dans la piscine.

L'appel nocturne des loups



L'APPEL NOCTURNE DES LOUPS
PARC LOUPIOTE

Tous les samedis,
à compter du 30 juin au 30 septembre

Vivez une nuit d'enchantement.

Vous êtes invités à découvrir la présence des loups à l'état sauvage dans le **Parc Loupiote**. Avec l'aide d'une guide naturaliste expérimentée, participez à l'appel nocturne des loups en plein coeur de leur habitat. Découvrez leurs modes de communication, leur vie sociale et leurs méthodes de chasse.

Programme suggéré :

18 h 30	Inscription au Centre d'accueil du **Parc Loupiote**
19 h 00	Accueil et présentation d'un diaporama (45 minutes) sur les loups
	Départ vers les plateaux du **Parc Loupiote**
23 h 30	Retour au centre d'accueil du parc.

Le coût est de 25 $ par personne incluant le transport en autobus et l'excursion.

L'activité aura lieu beau temps mauvais temps. Les loups sont toujours au rendez-vous!

Habillez-vous chaudement et apportez votre lotion contre les moustiques!

Source : Comité Activités culturelles et sociales et le comité jeunes Amis de la nature.

Pour réservation : Centre d'accueil du Parc Loupiote : 623-LOUP.

Reading Passage 3

À partir de 11 ans

CRÉEZ VOTRE PROPRE BANDE DESSINÉE

Devenez un véritable créateur de BD grâce à ce logiciel.

- Sélectionnez un décor parmi 100 scènes originales, de la jungle profonde à l'espace sidéral ou à la ville mythique.
- Choisissez votre personnage, puis sa pose et animez-le!
- Utilisez les accessoires pour ajouter du réalisme à la scène.
- Utilisez les diverses bulles, écrivez vos propres dialogues. Les onomatopées donneront à votre personnage toute sa puissance d'expression.
- 25 pages pour exprimer votre génie créatif!



COMIC CREATOR
Réf. : 5424-2 84,32 $ (taxes incluses) **73**99$

Configuration minimale de base

CD-ROM:
version hybride





À partir de 11 ans

UNE ÉNIGME POLICIÈRE À ÉLUCIDER

Qui a tué Pam Taylor? Qui a pu vouloir sa mort? Devenez détective et menez l'enquête à l'aide de votre assistante Lucie.

Interrogez des témoins, des suspects :

- Vérifiez leurs alibis.
- Demandez le rapport de l'autopsie et donnez une conférence de presse sur la progression de votre enquête.
- Mais attention, le temps est compté! Vous n'avez que 6 heures.
- Trois énigmes vous permettent de mener trois enquêtes différentes.



QUI A TUÉ PAM TAYLOR?
Réf. : 5422-0 [illegible] (taxes incluses) **62**99 $

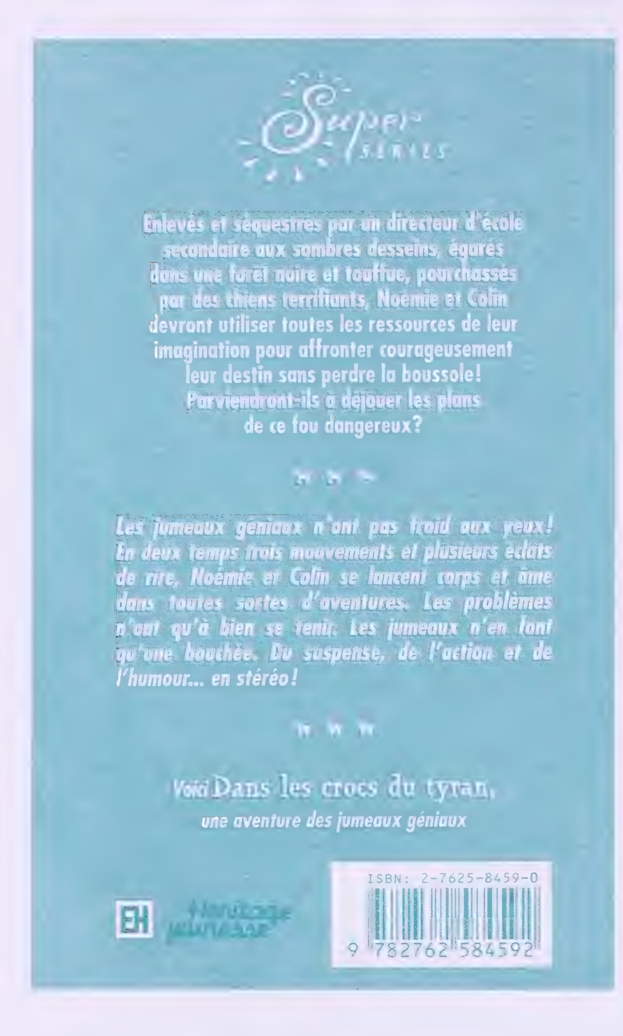
Processeur 486SX, 25 MHz ou plus

CD-ROM:
version hybride





Reading Passage 4



Super SÉRIES

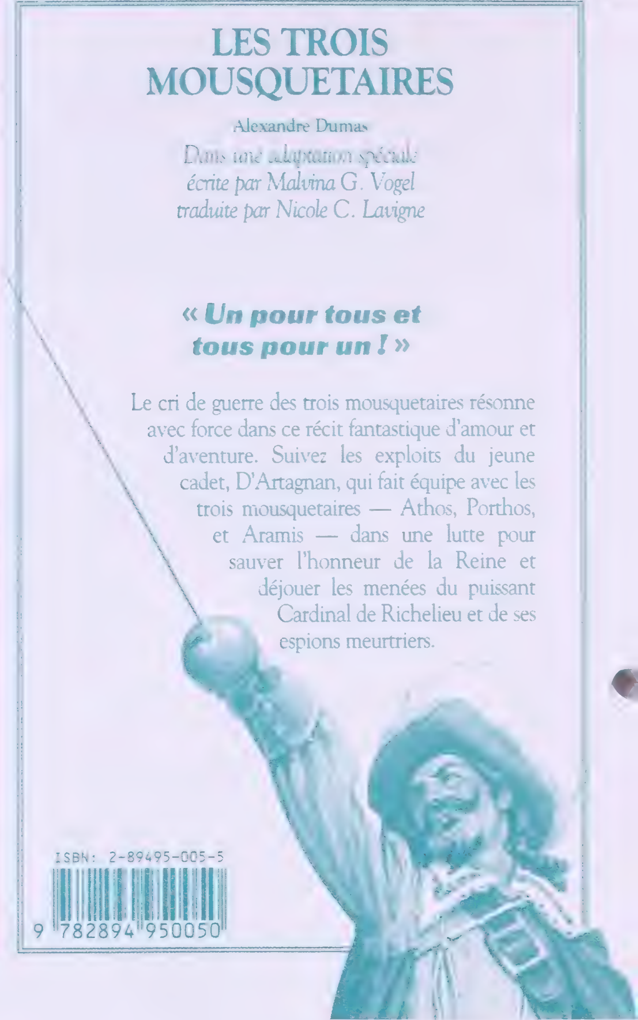
Enlevés et séquestrés par un directeur d'école secondaire aux sombres desseins, égarés dans une forêt noire et touffue, pourchassés par des chiens terrifiants, Noémie et Colin devront utiliser toutes les ressources de leur imagination pour affronter courageusement leur destin sans perdre la boussole! Parviendront-ils à déjouer les plans de ce fou dangereux?

Les jumeaux géniaux n'ont pas froid aux yeux! En deux temps trois mouvements et plusieurs éclats de rire, Noémie et Colin se lancent corps et âme dans toutes sortes d'aventures. Les problèmes n'ont qu'à bien se tenir. Les jumeaux n'en font qu'une bouchée. Du suspense, de l'action et de l'humour... en stéréo!

Voici Dans les crocs du tyran,
une aventure des jumeaux géniaux

ISBN: 2-7625-8459-0
9 782762 584592

EH



LES TROIS MOUSQUETAIRES

Alexandre Dumas

Dans une adaptation spéciale écrite par Malvina G. Vogel traduite par Nicole C. Lavigne

« Un pour tous et tous pour un ! »

Le cri de guerre des trois mousquetaires résonne avec force dans ce récit fantastique d'amour et d'aventure. Suivez les exploits du jeune cadet, D'Artagnan, qui fait équipe avec les trois mousquetaires — Athos, Porthos, et Aramis — dans une lutte pour sauver l'honneur de la Reine et déjouer les menées du puissant Cardinal de Richelieu et de ses espions meurtriers.

ISBN: 2-89495-005-5
9 782894 950050

Senior High School Courses

COMPONENTS	**FRENCH 13 (Beginning French 1/2)**
	Based on their life experiences, learners will be able to, depending on the field of experience:
Experience/	engage in various language experiences in the following fields: – **school** – **people around us** – **weather** – **holidays and celebrations** – **food** – **clothing** and other fields that relate to their needs and interests;
Communication	understand the meaning of a series of simple oral or written statements using basic vocabulary and commonly used sentences; express their communicative intent by producing, orally or in writing, simple and/or commonly used messages containing one or two statements in a structured context, based on the communicative task;
Culture	identify concrete facts that reveal the presence of francophone individuals and groups at the local and provincial/regional levels;
Language	understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written messages in the present tense; use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience while respecting word order in the present tense and using the following linguistic elements: – gender – the plural of nouns – definite and indefinite articles – verbs such as **avoir**, **être**, **faire** and **aller** in the present tense, using the appropriate personal pronoun – negative and affirmative sentences – expressions with **avoir** and **faire** (**J'ai dix ans. Il fait froid.**) – prepositions of place – commonly used sentences – cohesive elements at the word level (word connectors such as: **et**, **parce que…**) – commonly asked questions – qualifying adjectives

Based on their life experiences, learners will be able to, depending on the field of experience:

Language (continued)	use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience while respecting word order in the present tense and using the following linguistic elements: – the imperative form (singular) – possessive adjectives (**mon, ma, mes, ton, ta, tes, son, sa, ses**) – -ER verbs in the present tense, using the appropriate person – the questions: **qu'est-ce que…?**, **qui…?**, **quand est-ce que…?**, **où est-ce que…?**, **quel…?** – the partitive;
General Language Education	identify known words, cognates, or the meaning of words by their roots in oral and written communications (cognitive); associate, orally and in writing, words or expressions to gestures or illustrations (cognitive); articulate and respond voluntarily to a statement or to aspects of verbal or non-verbal communication (socio-affective); identify, orally and in writing, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive).

Senior High School Courses

COMPONENTS — **FRENCH 10 (Beginning French 2/3)**

Based on their life experiences, learners will be able to, depending on the field of experience:

Components	
Experience/	engage in various language experiences in the following fields: – **community** – **exercise** – **housing** – **activities** – **vacations** – **fine arts** – **trades and professions** – **hygiene and safety** and other fields that relate to their needs and interests;
Communication	understand, orally or in writing, the meaning of variations of simple oral or written statements and commonly used sentences; express their communicative intent by producing, orally or in writing, simple messages by recombining two or three statements in a structured context, based on the communicative task;
Culture	identify concrete facts that reveal the presence of francophone individuals and groups at the provincial/regional and national levels;
Language	understand the sound-symbol system, vocabulary and variations in word order appropriate to simple oral or written messages in the present tense; use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience while respecting word order in the present tense and using the following linguistic elements: – the imperative – **vouloir**, **pouvoir** and **devoir** in the present tense, using the appropriate personal pronoun – the questions: **comment est-ce que…?**, **combien est-ce que…?** and **pourquoi est-ce que…?** – -IR and -RE verbs in the present tense, using the appropriate personal pronoun – possessive adjectives (**notre, nos, votre, vos, leur, leurs**) – the immediate future, using the appropriate personal pronoun – the pronominal form in the present tense (e.g., **Je me lève.**);

Based on their life experiences, learners will be able to, depending on the field of experience:

General Language Education

identify the meaning of phrases using the context (cognitive);

identify word families, orally and in writing (cognitive);

create, voluntarily, statements using words and commonly used sentences (socio-affective);

identify, orally and in writing, without teacher assistance, key words needed to follow directions concerning a task (metacognitive).

Senior High School Courses

Components	**French 20 (Intermediate French 4/5)**
	Based on their life experiences, learners will be able to, depending on the field of experience:
Experience/	engage in various language experiences in the following fields: – **close friends** – **fashion** – **social life** – **outdoor activities** – **clubs and associations** – **shopping** – **senses and feelings** and other fields that relate to their needs and interests;
Communication	understand the meaning of a series of interrelated ideas in oral or written texts dealing with a familiar topic primarily in structured situations and to some extent in unstructured situations; express their communicative intent by producing, orally or in writing, a series of interrelated ideas, mostly prepared in advance but sometimes spontaneously, based on the communicative task;
Culture	research and identify the similarities and differences between their own culture and francophone cultures at the provincial/regional, national and to some extent international levels;
Language	understand the sound-symbol system, vocabulary as well as word and sentence order appropriate to simple oral or written texts in the present, future and past tenses; use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present and the future tenses, occasionally in the past tense, and the following linguistic elements: – the comparative and superlative – adverbs and adverbial expressions – expressions with the verb **faire** – questions using inversion – emphatic pronouns – cohesive elements (word connectors) at the sentence level – direct object pronoun (with present tense verbs) – indirect object pronoun (with present tense verbs) – the **passé composé** and the **imparfait** (without necessarily discriminating between passé composé and imparfait usages);

Based on their life experiences, learners will be able to, depending on the field of experience:

General Language Education

formulate hypotheses about key points (cognitive);

use illustrations, non-verbal cues or a dictionary to facilitate their comprehension and use of words (cognitive);

accept that errors are a normal part of learning and correct them willingly when they are pointed out by someone else (socio-affective);

identify individual needs by defining the problem and selecting strategies, among various choices appropriate to the task at hand, as a means of organizing learning (metacognitive).

Senior High School Courses

Components	French 30 (Intermediate French 5/6)
	Based on their life experiences, learners will be able to, depending on the field of experience:
Experience/	engage in various language experiences in the following fields: – **world of work** – **trips, excursions or student exchanges** – **money** – **role of the media** – **conservation and the environment** and other fields that relate to their needs and interests;
Communication	understand the meaning of a text containing simple and complex oral or written ideas dealing with a variety of familiar topics in both structured and unstructured situations; express their communicative intent by producing, orally or in writing, a prepared, or occasionally spontaneous, series of interrelated ideas, based on the communicative task;
Culture	research and identify similarities and differences between their own culture and international francophone cultures;
Language	understand the sound-symbol system, vocabulary as well as word and sentence order appropriate to simple and complex oral or written texts in the present, future and past tenses; use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present and the future tenses, occasionally in the past tense, and the following linguistic elements: – the simple future – use of the **passé composé** and **imparfait** – the pronouns **y** and **en** and the direct and indirect object pronouns as used in authentic discourse – the direct object (in the tense used) – the indirect object (in the tense used) – all interrogative pronouns – the present conditional;

Based on their life experiences, learners will be able to, depending on the field of experience:

General Language Education

formulate hypotheses about communicative intents (cognitive);

develop and use their own reference materials (cognitive);

correct their own errors when they are aware of them (socio-affective);

evaluate the execution of the learning plan (metacognitive).

Senior High School Courses

Components

French 31a (Advanced French 7)

Based on their life experiences, learners will be able to, depending on the field of experience:

Experience/

engage in various language experiences in the following fields:

- **challenges for my future**
- **health and leisure activities**
- **the francophone world**
- **legends and myths**
- **the sciences - technology**

and other fields that relate to their needs and interests;

Communication

understand and interpret the meaning of the main points and a few supporting details in familiar and unfamiliar oral or written communications;

express their communicative intent, orally and in writing, by developing their ideas coherently, with advance preparation, based on the communicative task;

Culture

examine and analyze, with the teacher's assistance, the contribution of francophone cultures to our society by studying the basic facts that make it possible to understand information, events or contemporary behaviour;

Language

understand the sound-symbol system and vocabulary appropriate to the field of experience, and determine the coherence appropriate to oral or written texts of varying length and complexity;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences in the appropriate tenses with the following cohesion markers and linguistic elements:

- the past conditional
- differentiation between usage of the **imparfait** and the **passé composé** in prepared speech
- **lequel** (all forms)
- cohesive elements at the discourse level
- relative pronouns: **ce qui, ce que, ce dont**
- the present subjunctive
- the **passé simple** (for recognition only);

Based on their life experiences, learners will be able to, depending on the field of experience:

General Language Education

use the knowledge of text structure to facilitate understanding of an unfamiliar text (cognitive);

distinguish between relevant and irrelevant information to understand a communication (cognitive);

take the initiative to begin/conclude a communication in French (socio-affective);

select and use rules of grammar to improve their communication (metacognitive).

COMPONENTS

FRENCH 31b (Advanced French 8)

Based on their life experiences, learners will be able to, depending on the field of experience:

Experience/

engage in various language experiences in the following fields:
- **communications**
- **the future of the world**
- **the arts/plays**
- **adolescents and the law**
- **characters and personalities**

and other fields that relate to their needs and interests;

Communication

understand and interpret the meaning of the main points and some supporting details in familiar and unfamiliar oral or written communications;

express their communicative intent, orally and in writing, by developing their ideas coherently, mainly after preparation but on occasion spontaneously, based on the communicative task;

Culture

examine independently and, with the teacher's assistance, analyze the contribution of francophone cultures to our society by studying basic facts to understand information, events or contemporary behaviour;

Language

understand the sound-symbol system and vocabulary appropriate to the field of experience, and determine the coherence appropriate to oral or written texts of varying length and complexity;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences in the appropriate tenses with the following cohesion markers and linguistic elements:
- the **pluperfect** tense (without necessarily discriminating between its usage and other tense usages)
- the present participle
- possessive pronouns
- demonstrative pronouns
- discourse elements for conversations and formal speech
- the passive voice
- future perfect;

Based on their life experiences, learners will be able to, depending on the field of experience:

General Language Education

use authentic documents independently to understand and interpret information better (cognitive);

distinguish between facts and opinions/emotions in a communication (cognitive);

use circumlocution to overcome a lack of vocabulary and sustain a communication (socio-affective);

select and use cohesion markers (word connectors) to make a more cohesive discourse (metacognitive).

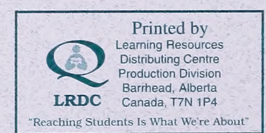
Components	**French 31c (Advanced French 9)**
	Based on their life experiences, learners will be able to, depending on the field of experience:
Experience/	engage in various language experiences in the following fields: – **dealing with government** – **humour** – **becoming independent** – **novels** – **social trends and issues** and other fields that relate to their needs and interests;
Communication	understand and interpret the meaning of the main points and most supporting details in familiar and unfamiliar oral or written communications; express their communicative intent, orally and in writing, by developing their ideas coherently, mainly spontaneously, based on the communicative task;
Culture	examine and analyze, independently, the contribution of francophone cultures to our society by interpreting information, events or behaviour in contemporary francophone cultures;
Language	understand the sound-symbol system and vocabulary appropriate to the field of experience, and determine the coherence appropriate to oral or written texts of varying length and complexity; use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences in the appropriate tenses with appropriate cohesion markers and linguistic elements; – refine all elements of all preceding sublevels;
General Language Education	formulate hypotheses and verify their accuracy by reading a text or by asking questions for clarification (cognitive); establish pro and con arguments to assess the validity of a communication (cognitive); seek opportunities to use French spontaneously in a variety of contexts (socio-affective); select the best linguistic form to express their communicative intent in a specific context or situation (metacognitive).

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